**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: \_\_\_\_\_\_\_\_Breaking Away: Colonial Times\_\_\_\_TIME FRAME: \_\_4 Weeks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TEACHER: A. Harvey\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | In 1584, Englishmen stepped from their tiny sailing craft and onto the shores of Roanoke. They fell gratefully to their knees and claimed the land for Elizabeth, the Queen of England. A secret fort would be established at the site to plunder Spanish treasure-filled fleets as they traveled to Florida. Spanish Gold would be seized for the Queen; it was the surest way to save England. In less than 200 years, descendants of those same colonists were outraged over the tyranny caused by King George. What happened to the culture of the British colonies in the New World to change the colonists from dutiful subjects of the King to rebellious agitators trying to **Break Away** from the Crown’s control? In the novels we will be exploring this unit, the characters were forced to break away from their traditional views. Questioning themselves, they ventured forward yet always looking to the past. | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.  x Students will value evidence.  x Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.  x Students will critique as well as comprehend.  x Students will use technology and digital media strategically and capably.  x Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Content**  **(Including Foundational Skills)**  **5.H.1- Analyze the chronology of key events in the United States.**  1. Analyze how events are related over time.  2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.  3. Assess the credibility of primary and secondary sources.  4. Analyze data in order to see persons and events in context.  5. Examine current issues, events, or themes and relate them to past events.  6. Formulate questions based on information needs.  7. Use effective strategies for locating information.  8. Compare and contrast competing interpretations of current and historical events.  9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.  **5.C & G.1- Understand the development, structure, and function of government in the United States.**  1. Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.  2. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.  3. Discuss the major characteristics of democratic governments.  4. Describe the processes of local government.  5. Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.  **5.C.1- Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.**  1. Analyze the political, social, and cultural characteristics of the English colonies.  2. Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherlands and colonial New Jersey.  3. Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.  4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.  **RI5.3** – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text.  **RI5.9 -** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | | |  | | --- | | **Writing** |   **W5.2-** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W5.2b** - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  **W5.2c** - Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially)*.  **W5.2d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.  **W5.2e** - Provide a concluding statement or section related to the information or explanation presented.  **W5.6 -** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.  **W5.9b -** Draw evidence from literary or informational texts to support analysis, reflections, and research. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). | |  | | --- | | **Speaking and Listening** |   **SL5.1c -** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts,* building on others’ ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  **SL5.1b-** Follow agreed upon rules for discussions and carry out assigned roles.  **SL5.1d** - Review the key ideas expressed and draw conclusions in light of information and knowledge gained and discussed. | |  | | --- | | **Language** |   **L5.3a -** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  **L5.4a** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  **L5.4c** – Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| **Essential Question:**  • What were the reasons for colonizing America?  • How did the English and the Native Americans interact?  • How were the cultures of the British, Spanish, French and Dutch colonies similar or dissimilar?  • What were the beliefs held by the English colonists that made revolution inevitable? | | | • How do we support the claims of fact or opinion with supporting evidence?  • How does reading nonfiction differ from reading fiction? | | |
|  | | |  | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  **Introduction- Video**  Present students with the following video clip from *Kids Nation*, a recent reality television show found at http://www.tv.com/video/10435/series-premiere-promotional-trailer?o=tv&tag=video;watchbtn;1.  **Small Group**  Present the students with the idea that they will be creating their own colony, much like they viewed from the *Kids Nation* clip. Ask the students, what are the key elements that they need to include in their colony? Students can then be instructed to create visual representations of their brainstorming session utilizing large bulletin board paper. Some areas to explore are government, belief system, occupations, food, education, daily life, etc. When students have completed their brainstorming sessions ask the students to present their creations and necessary components of their colony to the class. Look for overlapping ideas and guide the class to the topics them may have omitted. List the necessary components on chart paper and use them as a continual reference point as you lead your class on the exploration of the European colonies.  **Core Activities:**   * Listen to daily read alouds. * Make predictions and interpret ideas through discussions and journal entries. * Critique and appraise decisions made by the characters, citing specific examples from the   text.   * Make inferences using textual information and providing supporting evidence. * Create whole group timelines   and/or maps for the visual  learner. | **Writing Tasks**  **Gravestone Activity**  Students will create a gravestone for an important person during the colonial era. Students should investigate the following information via the internet, textbook, library, and graveyard visits:  -Birth Date  -Death Date  -Age at Death  -Familial Life  -Colonial Contributions  Students should create a gravestone inscription and construct a visual representation of the gravestone including the researched information. (See resource packet for suggestions)  **Brochure**  Students will create a brochure to attract settlers to one of the three major European colonies. Students can choose between exploring the British, Spanish, or French colonies in the New World. Using chapter 5 from the Harcourt Textbook as well as additional resources students should explore the following  -Reason for Settlement  -Government  -Natural Resources  -Climate  -Religion  -Agriculture  -Daily Life (ex. architecture, roles of the colonists, important people, etc.)  Each page should include a title, a written description in persuasive format, a page border, and colorful illustrations promoting your colony. Also include a map representation vividly pointing out the location of the colony you chose. | | **Discussion Tasks**  **Class Discussions**   * What causes people to change themselves, and in turn change their culture? * What were the interactions between the European colonists and the Native Americans? * How did the European culture influence the Native Americans? * What elements were essential to the success of a colony? * What events lead to the revolution? * What is the difference between a primary source and a secondary source? * What form of government was established in the colonies? | | **Language/Vocabulary Tasks**  **Select key vocabulary and clarify word meanings.**  Primary source  Secondary source  Colonial Times  Settlers  Colony  Revolution  Conflict  Government  Armada  Croatoan  Fort  **Word Illustrations**  Groups choose three key words or phrases from the text and work as a team to create visual representations of each. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
|  | | Informal daily observations  Writing conferences  Anecdotal notes (Guided Reading) | | PBL’s  Rubrics: Writing/Speaking rubric  Oral presentation-dramatization  Open-ended scoring rubric | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Roanoke; The Mystery of the Lost Colony by Lee Miller  Give Me Liberty L.M. Elliott  Or Give Me Death Ann Rinaldi  Harry Potter and the Sorcerer’s Stone J.K Rowling  Night Journeys Avi  The Matchlock Gun Walter D. Edmonds  George Washington’s Socks Elvira Woodruff  My America: The Journal of Jasper Jonathon Pierce  Old Yeller  Great Gilly Hopkins  The Witch of Blackbird Pond | | | | | |
| **Teacher Resources:**  **Core/Guide Reading Websites:**  **-Roanoke: The Mystery of the Lost Colony:**  http://www.loc.gov/loc/lcib/0112/miller.html  This site from the Library of Congress has some background information about the non-fiction text and the process in which the author constructed and supported her writings.  http://www.jhu.edu/~jhumag/1101web/roanoke.html  An article printed in *Johns Hopkins Magazine* provides more information on the theories and primary support for the text.  5 6  ***-The Matchlock Gun:***  http://newberryproject.blogspot.com/2007/12/matchlock-gun.html  The Newberry Project provides a forum for those reading all the Newberry Winners to write reviews. This review highlights the sensitive issues with respect to Matchlock Gun  ***-George Washington’s Socks:***  http://www.ewoodruff.com/  This is the Author’s site. She offers a brief synopsis of the book in addition to a “Teachers’ Tips” page that offers questions, vocabulary, and activities. It is a bit antiquated.  http://edhelper.com/books/George\_Washingtons\_Socks.htm  For those of you who have Edhelper subscriptions, the site offers a variety of customizable materials  ***-Night Journeys:***  http://avi-writer.com/night\_journeys  The author’s website provides information about the author as well as short commentary of inspiration for writing the novel.  ***-Give Me Liberty:***  http://www.lmelliott.com/about\_liberty.php  This is the author site for *Give Me Liberty* and contains a summary of the book, discussion questions, and links to some of the historical information contained in the novel.  http://www.lmelliott.com/downloads/GiveMeLiberty\_RCG.pdf  This site is a direct link to the summary of the novel and the suggested discussion questions, as well as some suggested colonial leaders for further investigation.  ***-Harry Potter and the Sorcerer’s Stone:***  http://www.sparknotes.com/lit/harrypotter/  This Sparknotes website provides chapter summaries, character information, study questions, essay topics, and student quizzes.  http://www.jkrowling.com/  The author’s website contains a plethora of information and links about the entire Harry Potter series.  http://www.scholastic.com/harrypotter/activities/challenges/  This Scholastic site contains many interactive activities for students based upon the Harry Potter novels. The Wizard Challenge is a prefect activity after the book has been read.  **Internet Sites: General:**  Roanoke- Created by kids, for kids.  http://library.thinkquest.org/3826/intro.html  America’s Story – Jump Back in Time  http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial  Timeline of important colonial events and biographies of colonial icons  General Colonial Sites  http://www.ccs.k12.in.us/cam/Teams/MediaCenter/colonial\_america.htm7  The History of Us – Webisode 1; Independence  http://www.pbs.org/wnet/historyofus/web01/index.html  Apple Education- Writing Historical Fiction  http://ali.apple.com/als/2ndla\_ss/projects/3218.html  Colonial History  http://www.42explore2.com/colonial.htm  PBL possibilities  Lesson Plans for Colonial America  http://www.mce.k12tn.net/colonial\_america/lesson\_plans\_for\_colonial\_americ.htm  A brief history of each of the 13 original colonies  http://www.timepage.org/spl/13colony.html  http://www.socialstudiesforkids.com/subjects/colonialtimes.htm  Overview of the 13 original colonies  http://americanhistory.about.com/od/colonialamerica/a/colamoverview\_2.htm  http://www.socialstudiesforkids.com/articles/ushistory/13colonies1.htm  Timeline of the colonies  http://www.historyplace.com/unitedstates/revolution/rev-early.htm  Dutch  http://www.nps.gov/history/nr/travel/kingston/colonization.htm  http://colonial-america.suite101.com/article.cfm/the\_quiet\_dutch\_colonial\_influence  French  http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=aa82  History of French colonies (high level)  http://www.answers.com/topic/north-america-7  Spanish  http://www.answers.com/topic/french-and-spanish-settlements  http://www.lsjunction.com/facts/missions.htm  http://flspmissions.tripod.com/  Think Quest – Spanish Missions Created by kids, for kids.  http://library.thinkquest.org/3615/ | | | | | |